

AIM Awards Level 2 Certificate in Counselling Skills January 2017

Report on the Examination

Introduction

88 scripts were received from 8 centres. The question paper was designed to test candidate's:

- Understanding of the role of counselling skills in a helping relationship
- Knowledge about initiating a counselling interaction
- Knowledge of how to develop and maintain a counselling interaction
- Ability to conclude a counselling interaction

The relevant learning outcomes and assessment criteria are shown below:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of counselling skills in a helping relationship	1.1. Define what is meant by counselling skills 1.2. Identify the place of counselling on a helping continuum
2. Know about initiating a counselling interaction	2.1. Identify key elements in a counselling contract 2.2. Identify key skills for rapport building
3. Know how to develop and maintain a counselling interaction	3.1. Identify the skills needed to develop and maintain the counselling relationship 3.2. Demonstrate the skills needed to develop and maintain the counselling relationship 3.3. Identify positive ways of moving the counselling relationship forward 3.4. Identify negative ways of moving the counselling relationship forward
4. Be able to conclude a counselling interaction	4.1. Describe the importance of endings in a counselling interaction 4.2. Conclude a counselling interaction

Questions were focused on, though not entirely limited to, the Indicative Content found in the Qualification Specification.

Distribution of Marks against Questions

Question	Number of Marks	Criteria Covered
1	5	1.1
2	9	2.1
3	4	3.1
4	5	3.2
5	9	2.2
6	8	4.1
Total	40	

The paper contained a total of six questions.

- **Question 1** covered criteria 1.1 and had a total of 5 marks available.
- **Question 2** covered criteria 2.1 and had a total of 9 marks available.
- **Question 3** covered criteria 3.1 and had a total of 4 marks available.
- **Question 4** covered criteria 3.2 and had a total of 5 marks available.
- **Question 5** covered criteria 2.2 and had a total of 9 marks available.
- **Question 6** covered criteria 4.1 and had a total of 8 marks available.

Markers Comments and Feedback

Question 1 was a true or false question. There were five sub questions and most of candidates did well on this questions. The third and fifth sub question were areas in which candidates struggled the most.

Question Two was split into three elements and then three explanations of these elements. Candidates, as a whole, answered this section well. The main areas that candidates struggled on was the interpretation of key elements. As this section was split into three, candidates were able to offer a good range of answers to this question.

Question Three was a true or false question, split into four sub questions. Candidates did very well, with a large number of candidates gaining 75%, or above, correct.

Question Four was made up of five statements with a shared pool of answers. Many candidates showed a clear ability to identify individual counselling skills, however it should be noted that a number of candidates struggled to differentiate between paraphrasing and summarising This did not detract for the majority of learners having a positive outcome from this question.

Question Five was a scenario situation where candidates had to state what they would change to help towards a good working relationship, and explain this answer. The majority of answers to this question were very good. It should be noted that, as with June 2016's exam, a number of candidates altered the scenario or extrapolated from the scenario, to give a change that might not be possible or might have already happened. Aside from the select few who did not follow the scenario, the majority of answers to this question were very good.

Question Six was a single open question to cover when a counsellor should start working towards an ending with a client, and a further three answers and explanations exploring why counsellors place so much emphasis on endings. A small number of candidates did not focus on an ending, but instead focused on a process to open up the counselling interaction and to explore the client's world.

Recommendations

Centres are recommended to:

Ensure that candidates are aware of what an explanation is.

Ensure that candidates understand the correct use of a summary and of paraphrasing.

Encourage that candidates double read the question at hand to make sure that they are actually answering what is being asked of them, and that they stick to the question at hand.

Make sure that candidates are using the most up to date version of the ethical framework or code used on the course.